

State of Maine Learning Results GUIDING PRINCIPLES

Each Maine student must leave school as—

- 1
A CLEAR & EFFECTIVE COMMUNICATOR
- 2
A SELF-DIRECTED & LIFELONG LEARNER
- 3
A CREATIVE & PRACTICAL PROBLEM-SOLVER
- 4
A RESPONSIBLE & INVOLVED CITIZEN
- 5
A COLLABORATIVE & QUALITY WORKER
- 6
AN INTEGRATIVE & INFORMED THINKER

Career Preparation for Grades 3-4

Form C ◆◆◆ Grades 3-4

*Maine Learning Results
Curriculum Integration Project*

Listen to the MUSTN'TS, child,

Listen to the DON'TS

Listen to the SHOULDN'TS

The IMPOSSIBLES, the WON'TS

Listen to the NEVER HAVES

Then listen close to me—

Anything can happen, child,

ANYTHING can be.

—from Where the Sidewalk Ends, by Shel Silverstein

The original document in this series was produced for secondary students in Autumn 1998, with guidance from—

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Christine Garrison, EdD, Principal

Medomak Valley High School/SAD 40
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Tim Hathorne, Director

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May 2000

The Curriculum Integration Project is an initiative of the Maine Association of Vocational Education Administrators (MAVEA). A primary goal of this initiative is to demonstrate the important role of secondary technical education for the future success of our high school graduates by linking technical and career preparation curricula to the State of Maine Learning Results.

Project Director

Tim Hathorne, Director
Mid-Coast School of Technology

Project Facilitator

Dorry French, Project Coordinator
Center for Career Development

The Grades 3-4 document (Form C) begins a series and may be followed by Career Preparation for Middle School Students (Form D) and Personal Learning Plan—Career Preparation for High School Students (Forms A & B). Together, these documents represent MAVEA's Maine Learning Results Curriculum Integration Project for Career Preparation.



Curriculum Integration Project documents are intended for use by Maine public schools. Other individuals or organizations wishing to use them should consult Tim Hathorne, MAVEA Project Director, Mid-Coast School of Technology, 1 Main Street, Rockland, Maine 04841, or the Research & Curriculum Division of the Center for Career Development, Southern Maine Technical College, 2 Fort Road, South Portland, Maine 04106.

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Form C = Tabs/Parts 1-2

(See Form D for Tabs/Parts 3-4. See Form X for Appendixes.)

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Preface

Career Preparation for Grades 3-4 (Tabs 1 and 2) and **Career Preparation for Middle School Students** (Tabs 3 and 4) are separate documents. They were originally published together because many guidance counselors in Maine have responsibility for students K-8.

The Career Preparation documents in this series are designed to help students become aware of the variety of career pathways possible and to begin to explore which ones they themselves might like. By matching performance criteria to appropriate Maine Learning Results, these documents help students begin to understand how the things they are learning in school relate to the world beyond the classroom.

To Faculty

Use these documents as a checklist for Maine Learning Results.

Career Preparation for Grades 3-4 [Form C: Tabs/Parts 1-2] and *Career Preparation for Middle School Students* [Form D: Tabs/Parts 3-4] were originally published together, part of a series culminating in *Personal Learning Plan—Career Preparation for High School Students* [Forms A & B]. These documents relate career exploration to Maine Learning Results (MLR) and incorporate student performance criteria.

Student performance criteria can serve as both framework and assessment tool for student career research and exploration, for career mini-courses, and for career-related class projects across academic disciplines. Performance criteria are given for each MLR and are designed to—

- ◆ Be observable;
- ◆ Be performed within a given or limited timeframe; and
- ◆ Lead to a product, service, or decision.

*This general
assessment rubric
is repeated
frequently
throughout.*

Task Assessment Rating Key

- 1**=Does not meet the standard: *demonstrates part of the skill part of the time.*
2=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*
3=Meets the standard: *demonstrates all of the skill all of the time.*
4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

Often, they incorporate a series of tasks and include examples, suggestions, and options for addressing the MLR at varying levels of sophistication and from different points of view.

Both the student and the person supervising the task (guidance counselor, classroom teacher, librarian, etc.) have space for task assessment. *Emphasis is on self-assessment to encourage student ownership.*

These documents include every Career Preparation and Economics MLR for Grades 3-4 and Middle School students as well as particular MLR in English Language Arts, Health & Physical Education, Mathematics, Science & Technology, and Visual & Performing Arts.

Academic MLR are included because of their relationship to all career pathways and to one or more MLR Career Preparation standards. A NOTES section is designed to encourage student journaling and student-faculty dialogue.

Appendixes in Form X provide a short list of references, annotated Internet sites, and a glossary of career-related terms. Two other appendixes were originally published with this series: Rockland District Schools' *Class Activities for Career Preparation K-12* and the Mid-Coast School of Technology/Region 8 Cooperative Board of Education's *Mid-Coast Career and Vocational Guidance Implementation Plan PreK-12*. Copies of these documents are available from—

Curriculum Resource Center of Maine

200 Hogan Road ◆ Bangor, ME 04401
tel 942-1311 ◆ fax 942-1391

◆

MLR Performance Criteria are intentionally broad and flexible.

Acknowledgments

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The *Grades 3-4* and *Middle School* documents evolved from *Personal Learning Plan—Career Preparation for High School Students*, which was produced under the guidance of the Steering Committee at left. Together, these documents form a series. Each one grew out of the ***Mid-Coast Career and Vocational Guidance Implementation Plan PreK-12***, produced by the Mid-Coast School of Technology, Region 8 Cooperative Board of Education. The work of this board provides a foundation for career awareness and planning from pre-kindergarten through grade 12.

Each *Career Preparation* document—*High School*, *Middle School*, and *Grades 3-4*—is patterned after skill standards developed by the ***Research & Curriculum Division*** (R&C) of the **Center for Career Development**, part of the **Maine Technical College System**. R&C skill standards serve as the workplace training plan for high school student interns in Maine Career Advantage (MCA), the Center’s statewide school-to-career pathway. MCA staff, based at each Maine Technical College, train student interns in the attributes they need to demonstrate in the workplace. This training is also effective for middle school students.

Career Preparation for Grades 3-4 (Form C) and *Career Preparation for Middle School Students* (Form D), originally published together, follow the structure of an R&C skill standard: tasks are organized under duty areas and accompanied by assessment criteria. Here, Maine Learning Results (MLR) are the tasks, duty areas are the Maine Learning Result categories, and each MLR is followed by Student Performance Criteria.

These documents also include lists of ideas for class activities related to Career Preparation Maine Learning Results. Lists here are adapted from the grades 3-4 portions of ***Maine Learning Results Class Activities for Career Preparation K-12***, by faculty and staff of Rockland District Schools.



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Task Assessment Rating Key

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To Students

Career preparation is about preparing for the future. For you, that future is moving on to middle school. While it may seem far away, middle school is only a step toward your future—a very important step.

Now, while you're still in elementary school, is the time to find out all you can about who you are, how you can get along with all the other people, and what in the wide world you might like to do.

I keep six honest serving men;
 (They taught me all I knew.)
Their names are What and Where and When
 And How and Why and Who.
I send them over land and sea,
 I send them east and west;
But after they have worked for me,
 I give them all a rest.
I let them rest from nine till five,
 For I am busy then,
As well as breakfast, lunch, and tea,
 For they are hungry men;
But different folk have different views;
 I know a person small—
She keeps ten million serving men,
 Who get no rest at all!
She sends 'em abroad on her own affairs,
 From the second she opens her eyes—
One million Hows, two million Wheres,
 And seven million Whys!

—from “The Elephant’s Child,” by Rudyard Kipling

Career Preparation Standard A

PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

◆ Layout Guide

MAINE LEARNING RESULT			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess* <u>Student rating of own level</u>	CP Career Preparation A5 Demonstrate awareness of their own interests, aptitudes, and abilities. <u>Career Preparation MLR for Grades 3 -4 listed in order.</u> NOTES <u>For student journaling/questions and faculty responses/comments on the assessment rating, the task, process/progress, etc.</u>	Distinguishes between class activities that seem easy and fun and those that are more difficult and less appealing; takes initiative to pursue/go beyond task at hand or seeks help as appropriate. <u>How MLR might “look” when done successfully —stated as if already accomplished.</u>	1/Have students practice public speaking by talking about a hobby or special event. 2/Provide materials for students to make collages about themselves. 3/Hold ABC/Academic Fairs. 4/... <u>Ideas for faculty and staff for activities linked to Career Preparation MLR.</u> <u>Adapted from a list prepared by School-to-Work and Guidance staff of Rockland District Schools. (See information on page iii above.)</u>
SUPV Assess* <u>Faculty or other supervisor rating</u>			

*Task Assessment Rating Key

- 1=Does not meet the standard: demonstrates part of the skill part of the time.
 2=Partially meets the standard: demonstrates part of the skill all of the time or all of the skill part of the time.
3=Meets the standard: demonstrates all of the skill all of the time.
 4=Exceeds the standard: demonstrates all of the skill all of the time with increased sophistication.

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
Students will be able to—

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A1 Demonstrate how positive and negative attitudes affect one's ability to work with others. NOTES	Identifies results of cooperative vs. disruptive behaviors/views for self and group/others.	1/Have students role-play various everyday provider-customer experiences, such as going to a bank, clothing store, or ticket counter. 2/Ask students for their opinions on cooperative learning groups. 3/Discuss recess rules. 4/Hold class meetings. 5/Offer a student-designed box/place/method for class members to contribute suggestions for activities/learning. 6/Have students select/contribute a "Thought for the Day" and announce it to others in the building.
SUPV Assess			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A2 Use communication and listening skills that result in successful interactions with others. NOTES	States own opinions and ideas respectfully; listens respectfully while others speak; when upset by someone else's behavior or action, faults the thing done rather than the person's character, i.e., uses "I" messages to explain feelings and reactions rather than "you" messages to blame or accuse.	1/Have students conduct interviews. 2/Practice "Stop and Think" and listening skills. 3/Use role -playing and other conflict resolution techniques to lessen classroom difficulties. 4/Have students practice giving positive comments regarding others' creative writing. 5/Invite a speech teacher to conduct classes. 6/Have students give radio plays.
SUPV Assess			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students will be able to—

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A3 Demonstrate an understanding of the connections between locally generated products and services and the efforts required to create those products and services. NOTES	Chooses a local product or service, such as that offered by an ice cream store, barbershop, artist's studio, farm, construction company, paper mill, etc., and uses the library, newspaper, direct contact with the business, or other means to find out where the market for the product/service is and why it is made/offered in that particular way.	1/Take a field trip to a local business. 2/Have students make a poster advertising a local business. 3/Have students create other types of advertisements for local businesses. 4/Invite businesspeople to visit the classroom. 5/Help students create a product. 6/Use thank-you notes not only to show appreciation, but as another way to find out what students learned from visits, field trips, etc.
SUPV Assess			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
Students will be able to—

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A4 Explain the value of work to the individual and to society in general. NOTES	Chooses one or more types of work, such as policing, mail delivery, garbage collection, road repair, or electrical power maintenance, and develops a list of advantages and disadvantages of the work for the individual worker, the customer, and the community as a whole; describes how the worker, customer, and community might cope if this work weren't done.	1/Invite a guest speaker to talk about careers. 2/Display good school work and explain the purpose of the display. 3/Arrange for student art and other work to be displayed around the community. 4/Publish names of honor roll students. 5/Arrange job-shadowing opportunities and student-mentoring by businesspeople.
SUPV Assess			

CPA00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
Students will be able to—

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation A5 Demonstrate awareness of their own interests, aptitudes, and abilities. NOTES	Distinguishes between class activities that seem easy and fun and those that are more difficult and less appealing; takes initiative to pursue/go beyond task at hand or seeks help as appropriate.	1/Have students practice public speaking by talking about a hobby or special event. 2/Provide materials for students to make collages about themselves. 3/Hold ABC/Academic Fairs. 4/Ask students to bring in shoeboxes containing items that represent themselves. 5/Create “Me Stews,” i.e., have students put items about themselves in a pot for sharing with the class.
SUPV Assess			

Career Preparation Standard B

EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.
Students will be able to—

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation B1 Use a variety of resources to learn about a personally interesting career topic. NOTES	Identifies a career area/topic of interest; develops questions that reflect aspects of particular interest and lists 3-5 resources for finding the answers; uses own questions and resource list to guide research.	1/Have students write a report about a career of their choice. 2/Have students present their reports to the class. 3/Invite a speaker to the class. 4/Hold a Career Day to show students they have choices. 5/For Halloween, have each student dress as a worker in a career.
SUPV Assess			
SELF Assess	CP Career Preparation B2 Gather data and information about personal interests, abilities, and aptitudes and project likely career options. NOTES	Compiles a scrapbook/portfolio in words and pictures to show current favorite interests, e.g., in music/entertainment, science, books, art, sports/recreation, weather/travel, birds/animals, people, situations; describes the current, most appealing type of life or work and why.	1/Interview a local businessperson. 2/Show students how to research careers via the Internet. 3/Assemble a class collage of different jobs.
SUPV Assess			

CPB00 – CAREER PREPARATION – EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.
Students will be able to—

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation B3 Identify job-hunting strategies and the skills necessary to hold a job. NOTES	Lists broad steps necessary to find work: what type of work to look for based on personal strengths and interests, where to find job openings, and how to match job requirements to own skills, knowledge, and personal attributes, including curiosity, perseverance, and ability to get along with others; explains why personal attributes are close in importance to job skill and knowledge; demonstrates ability to state own qualifications both on paper and verbally.	1/Discuss the importance of taking responsibility for one's actions now and in the future. 2/Connect current school-related activities to students' future. 3/Invite parents to class to discuss their careers. 4/Develop an incentive program to simulate a checking account: students earn points, then write checks on them in the classroom store.
SUPV Assess			

Career Preparation Standard C

INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

CPC00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Students will be able to—

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation C1 Illustrate how products evolve as a result of technological systems. NOTES	Chooses a product of interest, such as a computer game, road or topographical map, TV, home aquarium, tractor, lobster pot, or skateboard, and explains how and why the product has been improved over a period of time.	1/Take a field trip to a water treatment plant, the local newspaper, a car dealership, etc. 2/Have students use current technology to write a report. 3/Help students discover some of the surprising uses of sea life, e.g., carrageen in Jell-O.
SUPV Assess			
SELF Assess	CP Career Preparation C2 Identify the major components of a technological system (input, process, output, feedback) and cite examples in the school and/or community. NOTES	Describes/outlines each of the four phases of a technological system; chooses a product and illustrates how its invention or improvement over time follows these four phases.	1/Show students the inside of a computer and explain how a computer works. 2/Take a field trip to a recycling center, supermarket, clothing or electronics store, restaurant, etc. 3/Have students invent a machine and draw or build it.
SUPV Assess			

CPC00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
Students will be able to—

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation C3 Identify academic knowledge and skills required in specific careers. NOTES	Starts with basic academic skills, such as reading and writing, and lists several ways they are used in a variety of careers; identifies applications of more specialized skills and knowledge, such as history and geography for a successful archeological dig, sophisticated math computations for space flight, color/shape/perspective for stage set design, habitat and migration patterns for butterfly research, or precise navigation for rescue at sea.	1/Have students choose an academic subject, then identify a career for which that knowledge is important. 2/Have students give presentations on their careers. 3/Hold a Career Day with each career linked to its most important academic foundation. 4/Make a mobile showing what is needed for an occupation. 5/Ask the district state legislator to have one or more Honor Roll students serve as a Page in Augusta.
SUPV Assess			

Career Preparation Standard D

BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

CPD00 – CAREER PREPARATION – PREPARING FOR THE FUTURE Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities. Students will be able to—			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation D1 Exhibit, during the school day, the personal qualities that lead to responsible behavior. NOTES	Arrives on time and ready to learn; acts and expresses self appropriately; follows directions for tasks; asks for help as necessary; displays curiosity, flexibility, and perseverance; listens to and cooperates with adults and fellow students; shows respect for self and others; communicates problems to appropriate adult; reflects on/appreciates successes; copes with stressful situations, mistakes, and failures constructively.	1/Discuss playground rules and why they're necessary. 2/Have students make posters on manners for the cafeteria. 3/Use the "Stop and Think" program.
SUPV Assess			
SELF Assess	CP Career Preparation D2 Develop time management strategies for school and after-school activities. NOTES	Makes a "to do" list for daily tasks; prioritizes tasks according to importance; estimates time needed to accomplish each task and compares estimate to time available; crosses task off list at completion; corrects estimate to actual completion time; assesses time remaining and moves remaining tasks to another day as necessary.	1/Have students log their after-school activities (homework, TV, play, etc.) and turn their log into a graph. 2/Teach students how to use assignment sheets. 3/Participate in TV Turn-Off Week. 4/Use programs such as "Reading Recognition" and "Books and Beyond" and have students record their reading activities, e.g., time spent reading, books read, one-sentence/brief reaction(s) to each book.
SUPV Assess			

CPD00 – CAREER PREPARATION – PREPARING FOR THE FUTURE

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.
Students will be able to—

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	CP Career Preparation D3 Demonstrate an understanding of earning, spending, and saving in relation to personal security and the economic stability of the family. NOTES	Identifies items a family income might provide for, such as housing, food, clothing, transportation, school supplies, toys, sports equipment, appliances, radio/TV, tools, electricity, water, telephone, recreation, doctor's bills, repair bills, interest payments, taxes, etc., and savings; assigns a realistic or imagined dollar amount to each item and calculates the weekly, monthly, or yearly total.	1/Present a weekly budget for a family of four; have students develop a family nutrition plan and daily menus for the week that stay within budget. 2/Create a budget for a class field trip. 3/Have students decide best buys for a shopping trip based on store advertising flyers. 4/Explain how to use a checking account: how to write and record checks, use an ATM card, keep track of the account balance, earn interest, and understand the monthly statement, as well as what happens if spending exceeds available funds. 5/Play "Life" board game or "Allowance."
SUPV Assess			

CAREER PREPARATION FOR GRADES 3-4

Section Contents

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Task Assessment Rating Key

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MLR Standards : English Language Arts

A. PROCESS OF READING	23
Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	
C. LANGUAGE AND IMAGES	25
Students will demonstrate an understanding of how words and images communicate.	
D. INFORMATIONAL TEXTS	26
Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	
E. PROCESSES OF WRITING AND SPEAKING	28
Students will demonstrate the ability to use the skills and strategies of the writing process.	
F. STANDARD ENGLISH CONVENTIONS	30
Students will write and speak correctly, using conventions of standard written and spoken English.	
G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING	31
Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	
H. RESEARCH-RELATED WRITING AND SPEAKING	32
Students will work, write, and speak effectively in connection with research in all content areas.	

Career Preparation Links

A/PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

◆ Layout Guide

MAINE LEARNING RESULT			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess* <u>Student rating of own level</u>	ELA English Language Arts A5 Read a variety of narrative and informational texts independently and fluently. <u>Relevant academic MLR for Grades 3-4 listed in order, according to the Section Checklist above.</u>	Chooses texts/sources most likely to contain needed information; explains information from text/source in own words. <u>How MLR might “look” when accomplished.</u>	<u>Space for faculty and staff ideas for career preparation activities linked to academic MLR.</u>
SUPV Assess* <u>Faculty or other supervisor rating</u>	NOTES <u>For student journaling/questions and faculty responses/comments on the assessment rating, the task, process/progress, etc.</u>		

***Task Assessment Rating Key**

- 1=Does not meet the standard: demonstrates part of the skill part of the time.
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ELA00 – ENGLISH LANGUAGE ARTS A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking H.) Research-related writing and speaking			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts A1 Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources. NOTES	Looks up or asks about word when unsure of it; expands vocabulary by practicing word in appropriate contexts.	
SUPV Assess			
SELF Assess	ELA English Language Arts A2 Adjust reading speed to suit purpose and difficulty of the material. NOTES	Ensures understanding of material read by reading again as necessary or writing down key points while reading.	
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) Research-related writing and speaking

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts A3 Recognize when a text is primarily intended to persuade. NOTES	Distinguishes between advertising or information designed to present only one aspect/point of view and objective, balanced information presenting more than one aspect/point of view.	
SUPV Assess			
SELF Assess	ELA English Language Arts A5 Read a variety of narrative and informational texts independently and fluently. NOTES	Chooses texts/sources most likely to contain needed information; explains information from text/source in own words.	
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
 H.) Research-related writing and speaking

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts C1 Identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).	Uses language appropriately in class and when representing the class or school; matches formality of language to formality of occasion.	
SUPV Assess	ELA English Language Arts C2 Identify the social context of conversations and its effect on how language is used. NOTES		
SELF Assess	ELA English Language Arts C3 Identify the use of nonverbal cues in conversations. NOTES	Matches various facial expressions and other “body language” signals such as arms open or closed, eye contact or avoidance, finger-pointing, or back-slapping to their most likely meaning; demonstrates understanding that the meaning of body language cues can vary significantly by culture, ethnicity, age, and gender.	1/Discuss diversity at school, in the community, and nationwide.
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking H.) Research-related writing and speaking			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts D1 Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.	Finds needed information quickly by taking advantage of the text's built-in shortcuts.	
SUPV Assess	ELA English Language Arts D2 Use various informational parts of a text (e.g., index, table of contents, glossary, appendixes). NOTES		
SELF Assess	ELA English Language Arts D3 Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information). ELA English Language Arts D4 Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).	Chooses text with goal in mind; compares information found to information sought; fills information gaps with other texts/sources as necessary; classifies each text according to own perception of author's purpose and supports opinion with quotes/examples from the text.	
SUPV Assess	ELA English Language Arts D5 Recognize when a text is primarily intended to instruct or to persuade. NOTES		

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
 F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
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Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts D6 Understand common technical terms used in instructional and informational texts. NOTES	Recognizes that subject areas and occupations have their own terminology and “jargon” or specialized language; identifies and explains at least three examples of jargon in area of interest.	
SUPV Assess			
SELF Assess	ELA English Language Arts D7 Recognize when and how new information in a text connects to prior knowledge. NOTES	Relates new information in at least one academic subject to current knowledge of at least one career pathway.	
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking H.) Research-related writing and speaking			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts E1 Identify strengths and weaknesses in their own writing and seek effective help from others. ELA English Language Arts E2 Improve their finished product by revising content from draft to final piece.	Determines purpose of written piece; works with a partner or group to improve each other's writing or as a team member to produce a team product; revises work for clarity, brevity, and impact according to intended purpose.	
SUPV Assess	NOTES		
SELF Assess	ELA English Language Arts E3 Use planning, drafting, and revising to produce, on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics. NOTES	Determines purpose of written piece and 3-5 key points (e.g, what, who, when, how, why); outlines supporting information under each point and plans conclusion(s) or ending; writes quick first draft; revises as necessary until piece is coherent, reads smoothly, and reflects its intended purpose.	
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking H.) Research-related writing and speaking			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts E4 Report orally and summarize personal discoveries they have made as a result of reading and viewing. NOTES	Prepares and delivers oral presentation on career area(s) of interest; organizes presentation according to what area(s) and why.	
SUPV Assess			
SELF Assess	ELA English Language Arts E5 Give accurate directions. NOTES	Practices giving clear, brief directions orally, in writing, and by drawing a map for locating an object in class, another room in school, or a community landmark, business, etc.	
SUPV Assess			
SELF Assess	ELA English Language Arts E6 Summarize central concepts from oral presentations. NOTES	Lists 1-3 key points from a presentation and the one point or message most meaningful personally.	
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
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Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts F1 Edit written work for standard English spelling and usage, evidenced by pieces that show and contain: <ul style="list-style-type: none">• few significant errors in the use of pronouns and adjectives.• attention to the proper use of adverbial forms and conjunctions.• few significant errors in the spelling of frequently used words.• no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.• no significant errors in the use of ending punctuation marks and an understanding of how to use commas. NOTES	Demonstrates basic command of English spelling and grammar in career-related written work.	
SUPV Assess			

ELA00 – ENGLISH LANGUAGE ARTS A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking H.) Research-related writing and speaking			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	ELA English Language Arts F2 Use the level of language formality required in a variety of speaking situations.	Speaks about career area(s) of interest to a variety of audiences such as classmates, parents or other school guests, or businesspeople during a field trip; matches style of presentation to audience and occasion.	
SUPV Assess	NOTES		
SELF Assess	ELA English Language Arts G6 Explain how speakers use physical gestures and eye contact and use this knowledge in their own presentations.	Gives presentations with and without using eye contact and expressive gestures to connect with the audience; tells how each type of delivery feels to the speaker and why one type of delivery is usually more effective than the other.	
SUPV Assess	NOTES		
SELF Assess	ELA English Language Arts G7 Use a variety of media and technological resources to make creative and expository oral presentations.	Incorporates graphs, charts, and other visuals into oral presentations to make key points more interesting and memorable and to accommodate diverse learning styles.	
SUPV Assess	NOTES		

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
H.) Research-related writing and speaking

ELA00 – ENGLISH LANGUAGE ARTS

A.) Process of reading C.) Language and images D.) Informational texts E.) Processes of writing and speaking
F.) Standard English conventions G.) Stylistic and rhetorical aspects of writing and speaking
H.) Research-related writing and speaking

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	<p>ELA. English Language Arts H1 Ask and seek answers to questions.</p> <p>ELA. English Language Arts H2 Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.</p> <p>ELA English Language Arts H3 Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).</p>	Poses a career-related question; asks for suggestions on how to find the answer(s); consults various resources such as books, magazines, the Internet, school staff, parents, and community members; organizes information around original question, distinguishing between fact and opinion; presents question and answer(s) to class using visuals and other interactive techniques, such as asking class to first brainstorm answers or guess why the question interested the speaker in the first place.	
SUPV Assess	NOTES		

MLR Standards : Health & Physical Education

Health

C. HEALTH PROMOTION AND RISK REDUCTION.....34

Students will understand how to reduce their health risks through the practice of healthy behaviors.

E. COMMUNICATION SKILLS35

Students will understand that skillful communication can contribute to better health for them, their families, and the community.

Physical Education

C. PERSONAL AND SOCIAL INTERACTIONS.....35

Students will demonstrate responsible personal and social behaviors in physical activity settings.

Task Assessment Rating Key

1=Does not meet the standard: *demonstrates part of the skill part of the time.*

2=Partially meets the standard: *demonstrates part of the skill all of the time or all of the skill part of the time.*

3=Meets the standard: *demonstrates all of the skill all of the time.*

4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

Career Preparation Links

A/PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

D/BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

Health : C.) Health promotion and risk reduction E.) Communication skills
Physical Education : C.) Personal and social interactions

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	H&PE Health Education C2 Develop injury prevention and safety strategies for personal health. NOTES	Demonstrates understanding that safety is of major importance in work and other activity settings; defines ergonomics and explains at least one example of its application, such as in computer keyboard design, kitchen counter height, or the placement of scanners for supermarket checkout; takes personal responsibility for observing safety precautions in school and on field trips.	
SUPV Assess			
SELF Assess	H&PE Health Education C4 Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations. NOTES	Demonstrates understanding that people as well as products can lead to danger; seeks out a trusted adult whenever feeling unsafe due to another person or situation.	
SUPV Assess			

H&PE00 – HEALTH & PHYSICAL EDUCATION <u>Health</u> : C.) Health promotion and risk reduction E.) Communication skills <u>Physical Education</u> : C.) Personal and social interactions			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess SUPV Assess	H&PE Health Education E2 Differentiate between negative and positive ways to deal with conflict. H&PE Health Education E3 Demonstrate non-violent strategies to resolve conflicts. NOTES	Restrains impulse to shout or attack in conflict situation; attempts to listen to and understand other person's explanation, then state own position clearly; seeks ways to turn conflict from win-lose to win-win, if possible; asks for adult help as necessary.	
SELF Assess SUPV Assess	H&PE Physical Education C3 Demonstrate safety principles in physical activity settings. NOTES	Follows established safety procedures at school and on field trips; observes/notes safety precautions followed at workplaces visited.	

MLR Standards : Mathematics

C. DATA ANALYSIS AND STATISTICS	37
Students will understand and apply concepts of data analysis.	
D. PROBABILITY	37
Students will understand and apply concepts of probability.	
J. MATHEMATICAL REASONING	38
Students will understand and apply concepts of mathematical reasoning.	
K. MATHEMATICAL COMMUNICATION	38
Students will reflect upon and clarify their understanding of mathematical ideas and relationships.	

Task Assessment Rating Key

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4=Exceeds the standard: *demonstrates all of the skill all of the time with increased sophistication.*

Career Preparation Links

A/PREPARED FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

M00 – MATHEMATICS C.) Data analysis and statistics D.) Probability J.) Mathematical reasoning K.) Mathematical communication			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	M Mathematics C1 Make generalizations and draw conclusions using various types of graphs, charts, and tables.	Looks at charts and other visual information to find out such things as what types of jobs people have and to compare, e.g., jobs declining vs. jobs predicted to grow.	
SUPV Assess	M Mathematics C2 Read and interpret displays of data. NOTES		
SELF Assess	M Mathematics D1 Explain the concept of chance in predicting outcomes. NOTES	Applies self to learning both subject-matter knowledge/skills and social skills, seeking help as necessary; demonstrates understanding that learning, being able to apply/use knowledge, and being able to get along with peers and adults greatly increase the life choices available.	
SUPV Assess			

M00 – MATHEMATICS C.) Data analysis and statistics D.) Probability J.) Mathematical reasoning K.) Mathematical communication			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	M Mathematics J1 Demonstrate an understanding that support for a claim should be based on evidence of various types (e.g., from logical processes, from measurement, or from observation and experimentation). NOTES	Compares guess or estimate to actuality, such as the number/worth of pennies in a jar or the relationship of math to music.	
SUPV Assess			
SELF Assess	M Mathematics K1 Use simple tables and graphs to communicate ideas and information in presentations in a concise and clear manner. NOTES	Represents degree of own interest in various career areas looked at, field trips taken, school subjects studied, etc., by creating a graph, chart, or other visual.	
SUPV Assess			

MLR Standards : Science & Technology

K. SCIENTIFIC REASONING	40
Students will learn to formulate and justify ideas and to make informed decisions.	
L. COMMUNICATION	40
Students will communicate effectively in the applications of science and technology.	

Task Assessment Rating Key

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3=Meets the standard: demonstrates all of the skill all of the time.
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Career Preparation Links

A/PREPARING

FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

S&T00 – SCIENCE AND TECHNOLOGY K.) Scientific Reasoning L.) Communication			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	S&T Science and Technology K5 Demonstrate an understanding that ideas are more believable when supported by good reasons. S&T Science and Technology K6 Practice and apply simple logic, intuitive thinking, and brainstorming. NOTES	States a choice/decision objectively, e.g., what it is and why it's important; uses logic, intuition, and brainstorming to identify options; lists pros and cons for each option; makes decision; reflects on decision-making process to determine the most and least helpful decision-making technique, why, and whether the decision would be less valid if it were based only on objective or logical criteria or only on intuition; tries same process on a different type of choice/decision and compares results.	See performance criteria for Social Studies/Economics A2, page 42.
SUPV Assess			
SELF Assess	S&T Science and Technology L7 Function effectively in groups within various assigned roles (e.g., reader, recorder). NOTES	Chooses/accepts group role and accompanying responsibility; contributes to group process and group product to best of ability.	
SUPV Assess			

MLR Standards : Social Studies – Economics

A. PERSONAL AND CONSUMER ECONOMICS	42
Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	
B. ECONOMIC SYSTEMS OF THE UNITED STATES	43
Students will understand the economic system of the United States, including its principles, development, and institutions.	
C. COMPARATIVE SYSTEMS	44
Students will analyze how different economic systems function and change over time.	
D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE	44
Students will understand the patterns and results of international trade.	

Task Assessment Rating Key

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Career Preparation Links

A/PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

SS00 – SOCIAL STUDIES – ECONOMICS

A.) Personal and consumer economics B.) Economic systems of the United States

C.) Comparative systems D.) International trade and global interdependence

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	SS Economics A1 Describe barter and money and how each is used in the exchange of resources, goods, and services. NOTES	Gives examples from own life of the range of opportunities possible through barter (e.g., doing chores in exchange for time with a friend) vs. having an allowance or other source of money.	
SUPV Assess			
SELF Assess	SS Economics A2 Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go to the movies instead of buying a gift for a family member). NOTES	Describes decision-making process for spending own money and gives example; distinguishes between objective and subjective criteria for the decision; explains how own decision-making process evolved.	See performance criteria for Science & Technology K5/K6, page 40.
SUPV Assess			

SS00 – SOCIAL STUDIES – ECONOMICS

A.) Personal and consumer economics B.) Economic systems of the United States

C.) Comparative systems D.) International trade and global interdependence

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	SS Economics B1 Identify the three basic economic questions all economic systems must answer: What to produce? How? And for whom? NOTES	Chooses a favorite product, such as the Harry Potter books, and tells why it's a personal favorite; uses own reasons for liking it as a starting point for answering why it was developed and who is likely to want it.	
SUPV Assess			
SELF Assess	SS Economics B2 Explain how the economy of Maine affects families and communities. NOTES	Identifies own community type (rural, town, suburb, mountain, coastal, etc,) and lists major occupations available to community and family members; explains effects of geography and resources on variety and regularity of work available; compares types of job opportunities in own community to those in a different type of community or a different part of Maine.	
SUPV Assess			

SS00 – SOCIAL STUDIES – ECONOMICS

A.) Personal and consumer economics B.) Economic systems of the United States

C.) Comparative systems D.) International trade and global interdependence

Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE CRITERIA	IDEAS FOR CLASS ACTIVITIES
SELF Assess	SS Economics C1 Explain how selected cultures or countries meet basic human needs. NOTES	Chooses a foreign country with a different culture or economic system and imagines living there compared to living here.	
SUPV Assess			
SELF Assess	SS Economics D1 Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries. NOTES	Defines <i>export</i> and <i>import</i> in relation to goods and services and also people (e.g., tourists, immigrants/migrants, exchange students); lists possible benefits of these activities/exchanges to community and state.	
SUPV Assess			

MLR Standards : Visual & Performing Arts

A. CREATIVE EXPRESSION	46
Students will create and/or perform to express ideas and feelings.	

Task Assessment Rating Key

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Career Preparation Links

A/PREPARING FOR THE FUTURE

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

C/INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

V&PA00 – VISUAL & PERFORMING ARTS A.) Creative expression			
Task Rating	GRADES 3-4 MAINE LEARNING RESULT	STUDENT PERFORMANCE	IDEAS FOR CLASS ACTIVITIES
SELF Assess	V&PA Creative Expression A5 Demonstrate awareness that there are a variety of careers in the arts. NOTES	Imagines self as an actor, writer, painter, cartoonist, photojournalist, webpage designer, art/music teacher, Olympic ice skater, opera star, sculptor, etc.; identifies most appealing arts career and why; looks for matches/opportunities for similar creativity in a hobby or other career, e.g., recording engineer, boat designer, wedding/event planner, florist, landscape architect.	
SUPV Assess			

See Form A (Tabs/Parts 1-3) for the High School document arranged in order of the career-development process.

See Form B (Tabs/Parts 4-5) for the High School document arranged in order of Maine Learning Results.

See Form D (Tabs/Parts 3-4) for the Middle School document arranged in order of Maine Learning Results.

See Form X for *Appendixes A, B, & C* (common to all documents in this series).

APPENDIX A : *Annotated List of Resources*

APPENDIX B : *Annotated List of Internet Sites*

APPENDIX C : *Glossary of Career-Related Terms*

Appendixes D & E in the original publication are not available online.

APPENDIX D*

Maine Learning Results Class Activities for Career Preparation K-12

Rockland District Schools: January 2000

APPENDIX E*

Mid-Coast Career and Vocational Guidance Implementation Plan PreK-12

Region 8 Cooperative Board of Education: February 1998

**Copies can be obtained from—*

Curriculum Resource Center of Maine

200 Hogan Road ♦ Bangor, ME 04401

tel 942-1311 ♦ fax 942-1391



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